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- II. "Controlling Factors in the Measurement of Silent Reading," May Ayres Burgess
- III. "Individual Difficulties in Silent Reading in the Fourth, Fifth, and Sixth Grades," William S. Gray
- IV. "The Development of Speed in Silent Reading," John O'Brien
- V. "Motivated Drill Work in Third-Grade Silent Reading," J. H. Hoover
- VI. "The Effect of a Single Reading," G. A. Yoakum
- VII. "Outlining and Summarizing Compared with Re-reading as Methods of Studying," C. E. Germane
- VIII. "Measuring Comprehension of Content Material," Harry A. Greene
- IX. "The Vocabularies of Ten First Readers," J. L. Packer
- X. "The Contents of Readers," Daniel Starch

Following these ten studies are two chapters containing samples of exercise material for use in teaching reading.

The report serves to emphasize the complexity of the problems which arise when any single school subject is studied intensively. It is hoped that this example will stimulate the continuance of similar experiments, not only with reading but with all of the subjects of the curriculum. The report deserves wide reading.

Vocational information for vocational advisors.—The vocational advisors of young people must depend upon statistical and analytical studies of the more common occupations if they desire to give their protégés the most valuable counsel. Although vocational guidance may never become an exact science, it must time its progress to the elaboration of occupational data. Thus far comparatively little has been done toward organizing a body of knowledge designed to give educators and employers a working basis for directing the training of young persons for vocational efficiency.

A worth-while contribution to such a body of knowledge has just appeared in the form of a study¹ made by Lucile Eaves, director of the Research Department of the Women's Educational and Industrial Union of Boston. The author has made a detailed study of the vocational history of over six thousand juvenile workers in several of the largest retail stores in Boston. Her extensive and intensive treatment of the subject makes this book a valuable aid to anyone concerned with the direction of juveniles toward the mercantile pursuits.

Chapter iii, which deals with the personal and educational qualifications of store workers, will interest progressive educators. We are told that the activities of the modern metropolitan store "make possible the utilization of persons whose talents vary from those of the \$10,000 general manager to the good-natured moron who was found collecting bundles in a wheeled basket which he pushed up and down the store aisles" (p. 32). It should be added, however, that the mass of juvenile store workers in Boston have finished the

¹ LUCILE EAVES, *Training for Store Service*. Boston: Richard G. Badger, 1920.
Pp. 143.

eighth grade, and the more progressive stores are adopting policies that favor the secondary-school graduate. Educational qualifications are not the sole considerations. Pleasing personal traits are listed as requisites of the first order for successful salespeople. Store managers strive to merge their workers into a "smooth-running, harmonious whole."

In outlining a training program for retail-store workers Miss Eaves refers to three possible opportunities. She believes that a new and varied emphasis might be placed upon certain elementary-school subjects such as geography, history, arithmetic, and penmanship. The fact that from one-fourth to one-third of the young people of Boston serve in stores at one time or another justifies, in her mind, a refocusing upon these subjects. She also maintains that continuation and secondary schools should provide definite training for store service. Her third opportunity comes within the store, because certain forms of training "can be most effectively given at the places of employment."

This study discusses in an illuminating manner such topics as store organization, sex and age distribution, cultural value of training for store service, shifting of young store workers, and many others so vital that school administrators, teachers of commercial branches, and store managers as well, can ill afford to pass it by.

Evening play centers.—The problem of providing adequate play facilities for children in our urban centers remains to be solved. One has only to go to a congested district in any large city to find that the street is the play center. In daytime the street is at best a poor playground, but at night the dark streets of a city afford little wholesome attraction to the normal child.

Twenty-two years ago a movement was set on foot in England to provide play centers for children which would give the children a place to go in the evening. The origin and growth of this movement are described in an interesting fashion by the author of a little book recently received.¹ Mrs. Trevelyan, whose heart and soul are in the work she describes, tells in this book of the clubs, the playgrounds, vacation schools, and other activities which have grown up in the last quarter of a century, and which give the children of England the means of play and space to play in, under a light and wise discipline.

The major portion of the book is taken up with the history of the movement. The first play-center experiment was launched in London in 1897 and by stages the original effort has grown into a movement which bids fair to cover all the large centers of population in England. The way in which Mrs. Trevelyan sketches the development of the work is made doubly important by the fact that she has been connected with the movement from the very first and in her writing makes many references to her diary as well as her own personal memory. New methods of conducting play centers are emphasized, and many useful suggestions are to be found in the book. The appendix

¹ JANET PENROSE TREVELYAN, *Evening Play Centres for Children*. New York: E. P. Dutton & Co., 1920. Pp. xxii+183.